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ABSTRACT

In this publication issues are discussed which pertain to male roles and fatherhood. "From the Desk of the Director" (Charles D. Moody, Sr.) discusses the need for increased role flexibility for men in general and black men in particular. The lead article, "Equity: A Question in Balance" (D. Groves Dugger), delves into the causes and consequences of rigid role expectations for men and boys. Examples of negative outcomes of rigid role expectations associated with males are given. Suggestions to bring men and women closer to the middle of a trait spectrum are included. The second article, "Illustrations of Male Experience," contains representative excerpts of male experiences and associated masculine traits. Themes such as showing affection, taking risks, competition, and friendship are described. The remainder of the issue is devoted to specific aspects of school policies, programs, and procedures. "Teacher/Student Interaction, or, Must Boys Be Boys?" (Iva A. Smith) provides a summary of the available knowledge on role expectation and student achievement. "Discipline and Gender: Reducing the Disparities" (Marta Larson) discusses school discipline and its relationship to sex role socialization. Suggestions for improving school discipline systems are made. "Career Planning: How Well Do We Prepare the Boys?" (Martha Adler) treats the specific needs of male students in career planning programs. "Involving Fathers in All Facets of School Activities" (Salome Gebre-Egziabher) presents ideas for increasing fathers' involvement in school activities. Ten suggestions for successful father conferences and a chart listing practical tips to encourage father involvement in the schools are included. Concluding the issue is a list of recommended resources that may stimulate further thought. (APG)

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Promoting Flexibility in Male Roles

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Title IX Line

Center for Sex Equity in Schools

Vol. VII, No. 1. Fall 1986

Promoting Flexibility in Male Roles

From Oliver Button is a Story, by de Paola (see Bib., p.25)

FROM THE DESK OF THE DIRECTOR
Charles D. Moody, Sr.

A good deal of our work in sex equity has focused on increasing opportunities and rewards for women. In this publication we discuss issues more directly pertaining to men. Our task was far more difficult than we had expected. We found that research and background information were limited, and that our own personal experiences became entangled in our efforts to develop an objective and balanced perspective. The material forced us to look at our own socialization and make changes in how we as women and men work together toward a common goal.

We feel strongly that an increased flexibility in male roles will benefit both genders, and that its search transcends race, class, socioeconomic status and geographic boundaries. Although a great deal of contemporary discussion is around new roles for men, it is our desire to demonstrate that the nurturing, caring role of males is not a new phenomenon, nor limited to any particular group. Physical and emotional closeness, caring, and cooperation have traditional antecedents that command our respect and are assigned value in our culture.

It is particularly important that the flexibility of Black male roles be presented, since much as been written and shown in television from a negative or pathological perspective.

Dr. Alvin Poussaint in the August 1986 special issue of **Ebony** wrote:

> ...many "big brother" type programs, organized by Black fraternities and community groups to help Black children, stand in sharp contrast to the stereotypes of the Black male as a beebopping, streetwise, hypersexed individual who wants to make babies, but wants no role in nurturing or supporting them.
>
> It is well known, for instance, that the Black father played a strong role in the West African societies from which most slaves were seized. African men were active in caring for children and protecting their families.

(continued on back page)

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EQUITY: A Question of Balance

Growing up male...it isn't as simple as it looks. Like women, men too must cope with numerous inequities that are unjust, harmful and incongruous to the concept of equity. The types of inequities confronted by men, however, are of a vastly different nature than the inequities encountered by women and minorities.

The primary differences in these inequities are poignantly illustrated by the qualitative and quantative outcomes of each. For women and minorities the most deleterious effect has been the denial of the opportunity to achieve economic parity and subsequent power of white men. But what appears to be a clear advantage has also resulted in negative outcomes and consequences to men.

*Boys are the maladjusted, the low achievers, the truants, the delinquents, the inattentive, the rebellious. (Stacy, 1974)

*At age six when a boy enters first grade, he may be twelve months behind his female counterpart in development age and by nine this discrepancy may increase to eighteen months. (Bentzen, 1966)

*For every girl with academic problems in elementary school, there are four boys. (Vroegh, 1976)

*In elementary remedial reading, boys outnumber girls two to one. (Vroegh, 1976)

*In elementary school, two-thirds of all grade repeaters are boys. (Peltier, 1968)

*Studies of educational underachievement in the gifted have revealed that underachievement occurs twice as frequently among boys as among girls. (Hartley, 1959)

*Boys who do equally well as girls on achievement tests receive lower grades in school. (Peltier, 1968)

*Among boys and girls of comparable IQ, girls were more likely to receive higher grades than boys. (Peltier, 1968)

*Boys outnumber girls nationwide as school dropouts. (U.S. Census, 1980)

*National delinquency rates are five times higher among boys than girls. (U.S. Census, 1980)

Traditionally, the nurturing, spiritual and emotional role has been the feminine domain. Socialization processes have ensured that most women gain expertise in this domain in order to fulfill their prescribed role. Comparatively, almost nothing in the male experience prepares boys for the role of nurturer and parent (Chafetz, 1974).

One of the most notably "feminine" personality traits needed to fulfill this role is the capacity for personal interaction on a more intimate and emotional level. Girls are socialized in a manner which facilitates the development of these traits. Girls are given opportunities to gain a more comprehensive sense of self. They are allowed more freedom to experiment and to explore alternative gender possibilities. The classic example of this is the general unwillingness of parents to let their male child display feminine or "sissy" traits, while the actions of the "tomboy" girl are often encouraged and considered very acceptable.

Being allowed to grow into oneself, as well as performing more competently in school are just a few of the early developmental advantages of girls. This correlates to earlier social maturity in girls. It undoubtedly assists girls in learning and acquiring experience within the complex social emotional domain.

Boys have been pushed in the other direction. Rather than duplicating the role of nurturer, men have been socialized to respond as achievers and providers. Like worker bees, they are less involved with the social emotional domain of living and geared more towards performance or production.

The role of the male is defined much earlier and the consequences of <u>not</u> fulfilling the prescribed role are much more severe. With few exceptions, boys receive punishment more often than girls, even for the same infraction. Their punishment is harsher and

more physical (Tasch, 1952; Sears, et al., 1957; Bronfenbrenner, 1960; Newson and Newson, 1968; Minton, et al., 1971).

Parents express more negative attitudes toward boys for their cross-sex choices of toys, while being more neutral and positive in their reaction to the cross-sex choices of girls (Lansky, 1967). Parents of boys exhibit more polarized attitudes about sex-role behavior, while parents of girls show more casualness and ambivalence about their daughter's choices (Rubin, Provenzano and Zella, 1976). David Lynn calls this pattern of socialization divergent feedback, where the boy is told more what not to do than what he should do. In other words, there is more discouragement of inappropriate sex-role behavior than rewards for appropriate behavior which results in a belief for boys that self-respect is inexorably tied to the concept of appropriate masculine self-respect (Turner, 1970).

The effects of this socialization are harsh. Boys begin to express preference for masculine things and the masculine role around three and one-half years of age, as opposed to ten and one-half years for girls. (Brown, 1958, Biller and Borstelman, 1967; Minuchin, 1976).

Complicating the issue is that the predominate setting for male sex-role socialization is feminine. It is the mother and primary school teacher, usually a woman, who spend the greatest number of hours with boys. Some researchers suggest that the result of these powerful relationships impel men to develop a lasting psychological need to free themselves from or deny their domination of women. This results in a psychological orientation which molds men to oppress women as adults as they were oppressed by women as children. The lasting effect of female role models is the very confusing dilemma for boys of becoming a man without the benefit of daily, consistent, interactive male role models. This lack of male role models pushes boys to shift their emphasis from nurturant and dependent interactions to achievement and independence before they are adequately prepared for these roles. It creates in boys an uncertainty of oneself and one's role. This dilemma also encourages the male child to turn to his peers for direction and guidance, but the similar experiences of the peer group members only exacerbates the problem (Komarovsky, 1976).

The most unfortunate casualty of this experience is emotional expression. Feeling compelled to be a group member, the male child finds it very difficult to express his self-doubts, fears, and intimate feelings to others because feelings are not recognized as legitimate concerns of the group. Instead the norms of the group dictate control of, and detachment from one's feelings or emotional expression. (Komarovsky, 1976).

When a man's self is hidden from everybody else...it seems also to become much hidden even from himself, and it permits disease and death to gnaw into his substance without his clear knowledge.

— Sidney Jourard

The effects of this distortion of the male role are numerous. Joyce Slaton Mitchell describes this distortion of the masculine role as leading men to feel they must dominate and control relationships like they control themselves, instead of basing their relationships on cooperation and sharing. The power of the male peer collective becomes so strong that the male child constantly competes to validate his self-worth through his ability to perform in male roles, to the point that, as Joseph Pleck suggests, "men create hierarchies and rankings among themselves according to criteria of masculinity. Men at each rank of masculinity compete with each other, with whatever resources they have, for the differential payoffs that patriarchy allows men."

Moving Towards Equity

We believe that one of the most detrimental effects of differential gender development is this rigid separation between male and female trait acquisition. This separation has resulted in our tendency to overly rely on the strategies and skills identified with our gender, even when the qualities of the other domain may be better suited or more appropriate to the situation at hand. Our development, therefore, as men and women has pushed each group to opposite ends of the trait spectrum, so diametrically opposed that the end result is that both men and women suffer.

EQUITY:

A Question of Balance...

The solution, we feel, can be found in synthesizing and encouraging the acquisition of positive "female" and "male" qualities in all personality development. As equity advocates we can help individuals identify and acquire the best traits of each group.

One example of a positive, traditionally male trait is the manner in which boys behave in highly task-oriented groups such as sports teams. To effectively function in these types of groups one's personal agenda must be subjugated to the larger group, if the group is to achieve success. Boys, having more experience in this role, will function in a manner which removes the personal aspects from the objective and thus be more task-oriented. For many girls, however, the social and personal aspects of the team are often overemphasized and considered just as important as the objective of the group, even when this orientation diminishes the group's effectiveness. Contrarily, it is precisely this emphasis on developing and maintaining relationships through the use of empathy and emotional community which has contributed greatly to the development of these important humanistic qualities in women.

We must try to move toward the use of the strengths of both genders. Assertiveness and confidence are learned and acquired skills, just like compassion and nurturing. All of these qualities have purpose and are useful to all humans. As we go through life, we will encounter situations and circumstances that require all these skills and traits. But, we need to recognize that when one set of skills is used to an extreme, it becomes less effective and possibly debilitating to its user. We hope that this publication will help educators think about how to expand male roles and female roles as well.

The beauty of this approach is that the more we understand the complexities of both domains, the more comfortable and adept we become at functioning within each. We begin to achieve a more appropriate balance in our personality development and by attacking the problem from both ends we will bring men and women closer to the middle of the traits spectrum more efficiently and fairly.

Equality implies equilibrium or balance and thus our approach should be guided by this premise. We encourage you to think about the issues which we've raised. Through this process we can all gain greater insight into this very complex issue of gender development, which is needed if we are to recognize and incorporate into ourselves the positive qualities of each domain. By doing so, the lines which define what is masculine and what is feminine will slowly diffuse into the lines which define humanism.

-- **D. Groves Dugger**

A complete list of references cited in this article can be obtained by contacting our office.

Illustrations of Male Experience

When examining key aspects of our culture it is helpful to look at specific examples as illustrations. We have found that literature is a useful tool in provoking discussion and thought about roles within culture (see **Title IX Line** issue Women in Literature: Historical Images of Work.)

To assist thought and discussion on males in our society, we are presenting excerpts that are representative of male experience and associated with masculine traits. In the short excerpts from fiction, non-fiction, and autobiographies that follow, themes such as affection, taking risks, competition, and friendship are described. While this collection is far from complete, it does represent facets of our society's definition of the male experience.

Readers may disagree in their judgments of the usefulness, desirability, or prevalence of these characteristics in the male population. They may also disagree on the desirability of fostering or discouraging such traits in either males or females.

We offer these excerpts as a stimulus for thought and discussion. Duplicate them for your colleagues and students. Ask people what they think. Let us know what kinds of reactions you get. They have prompted lively discussion among our staff.

Showing Affection

Lee Salk in ***My Father, My Son*** *included this man's memory of his father.*

One of the warmest memories I have is sitting in his lap and having him read the Sunday comics to me, and feeling his Sunday morning whiskers. If I had a son, I'd probably be a little bit more physical with him, and I guess that's what I would have changed in my relationship with my father: I'd have had him be a little more physical with me." Not one male interviewed wished his father had been less demonstrative, and no one said, "My father was demonstrative, but I won't be that way with my son."

☆

A man responding to Shere Hite's male sexuality questionnaire commented:

I think that I learned early that boys don't show affection and hence stopped being affectionate with my mother also at an early age. Now I see physical affection as a sign of assurance, trust, etc.—the opposite of unreliability. But I feel uncomfortable with it, I'm afraid to reach out and give it—I think it looks inappropriate, too feminine, silly. Maybe this is why I don't connect sex with feelings much—it seems too nerve-wracking and I don't feel comfortable with it."

Photo by Tasha Lebow

☆

Charles Eastman, a Sioux Indian who became a physician, wrote about his growing up in ***The Indian Way of Life.*** *He describes how caring was demonstrated to him in a non-physical way.*

My uncle, who educated me up to the age of fifteen years, was a strict disciplinarian and a good teacher. When I left the teepee in the morning, he would say: "Hakadah, look closely to everything you see"; and at evening, on my return, he used often to catechize me for an hour or so.

"On which side of the trees is the lighter-colored bark? On which side do they have most regular branches?"

It was his custom to let me name all the new birds that I had seen during the day. I would name them according to the color or the shape of the bill or their song or the appearance and locality of the nest--in fact, anything about the bird that impressed me as characteristic. I made many ridiculous errors, I must admit. He then usually informed me of the correct name. Occasionally I made a hit and this he would warmly commend.

He went much deeper into this science when I was a little older, that is, about the age of eight or nine years. He would say, for instance:

"How do you know that there are fish in yonder lake?"

"Because they jump out of the water for flies at mid-day."

He would smile at my prompt but superficial reply.

"What do you think of the little pebbles grouped together under the shallow water? and what made the pretty curved marks in the sandy bottom and the little sand-banks? Where do you find the fish-eating birds? Have the inlet and the outlet of a lake anything to do with the question?"

He did not expect a correct reply at once to all the voluminous questions that he put to me on these occasions, but he meant to make me observant and a good student of nature.

Focus of Attention

Total absorption in a particular hobby or interest is frequently an aspect of a young boy's development, perhaps in part because human relationships play a less important role in his life. Such a concentration of effort may help in the development of complex skills and superlative achievements. Vladimir Nabokov, in his autobiography ***Speak Memory****, describes his enthusiasm for entomology, the study of insects.*

Few things indeed have I known in the way of emotion or appetite, ambition or achievement, that could surpass in richness and strength the excitement of entomological exploration. From the very first it had a great many intertwinkling facets. One of them was the acute desire to be alone, since any companion, no matter how quiet, interfered with the concentrated enjoyment of my mania.

In this connection, I remember the visit of a schoolmate, a boy of whom I was very fond and with whom I had excellent fun. He arrived one summer night from a town some fifty miles away. His father had recently perished in an accident, the family was ruined and the stouthearted lad, not being able to afford the price of a railway ticket, had bicycled all those miles to spend a few days with me.

On the morning following his arrival, I did everything I could to get out of the house for my morning hike without his knowing where I had gone. Breakfastless, with hysterical haste, I gathered my net, and escaped through the window. Once in the forest, I was safe; but still I walked on, my calves quaking, my eyes full of scalding tears, the whole of me twitching with shame and self-disgust, as I visualized my poor friend, with his long pale face and black tie, moping in the hot garden --patting the panting dogs for want of something better to do, and trying hard to justify my absence to himself.

After making my way through some pine groves and alder scrub I came to the bog. No sooner had my ear caught the hum of diptera around me, the cry of a snipe overhead, the gulping sound of the morass under my foot, than I knew I would find here quite special arctic butterflies, whose pictures, or, still better, nonillustrated descriptions I had worshiped for several seasons. And the next moment I was among them. Unmindful of the mosquitoes that coated my forearms and neck, I stooped with a grunt of delight to snuff out the life of some silver-studded lepidopteron throbbing in the folds of my net. Through the smells of the bog, I caught the subtle perfume of butterfly wings on my fingers, a perfume which varies with the species--vanilla, or lemon, or musk, or a musty, sweetish odor difficult to define. Still unsated, I pressed forward.

I confess I do not believe in time. And the highest enjoyment of timelessness-in a landscape selected at random--is when I stand among rare butterflies and their food plants. This is ecstasy, and behind the ecstasy is something else, which is hard to explain. It is like a momentary vacuum into which rushes all that I love. A sense of oneness with sun and stone. A thrill of gratitude to whom it may concern--to the contrapuntal genius of human fate or to tender ghosts humoring a lucky mortal.

Winslow Homer, Waiting for a Bite

Illustrations...

Physical Strength

Enduring physical pain is another attribute often cultivated in men. Ved Mehta, a journalist who grew up in India recounts how his father saved him from an overly zealous coach at the Arkansas School for the Blind.

Sometime during the first weeks of the new school year, Mr. R. Eugene Hartman, our physical-education teacher, came up to me while I was changing my clothes after his class and said, "I see that you've put on a little weight over the summer." Mr. Hartman had one good eye. "You look fit as a fiddle. What about trying out for the wrestling team again?"

I felt flattered, but I smiled noncommittally. Wrestling had great glamour at the school. I had gone out for it the year before but found it too strenuous. To go out for it again, I would have to give up the one free hour I had between eight-fifteen in the morning, when I went to my first class, and seven-thirty in the evening, when night study hall finished. Anyway, I hated Mr. Hartman's relentless way of drilling us in the gym, which was a daily requirement for everyone.

Mr. Hartman pressured Mehta into taking up wrestling anyway.

Following one particularly rigorous wrestling practice, I stayed after the bell and said to Mr. Hartman, my words tumbling out as though if I hesitated I would become tongue-tied, "I don't feel well. I may have to quit wrestling—I mean, stop coming for a while."

He growled as if he were about to attack, the rumble growing louder and fiercer. "If you're not man enough to stick by your decision to become a wrestler, I don't give a damn about you," he said. "If people get to know that you don't stick by your word, they won't give a damn about you, either. No one will respect you."

I hated the thought of losing Mr. Hartman's respect. "You're right, Mr. Hartman," I said. "It was just a silly idea."

Mehta tried getting a doctor's excuse to no avail. Only years later did he discover why Mr. Hartman finally let him off the team. Mehta's father, a medical doctor, wrote to Mr. Woolly, director of the school.

Daddyji appealed to him in the strongest terms to "debar" me from wrestling but without telling me why because, he said, he didn't want me to become conscious of my health, and my heart.

When I discussed this correspondence with Mr. Woolly, he observed that although Dr. Harris's letter was equivocal he himself had told Mr. Hartman that the school ran some medical risks in keeping me wrestling. The use of the word "medical" had won the day.

Competition

Competition can be exhilirating or devastating. Lillian Rubin in ***Just Friends*** *relates this man's experience:*

For me, there's a certain ease in being around a guy. Number one, there's no sexual tension. Number two, I think we experience the world very differently from women. It's not that I don't feel comfortable with women, but I enjoy men in a special way. I enjoy competing with men. I don't like to compete with women; there's no fun in it. So I miss that part of it.

"What is it you enjoy about the competition?" I wanted to know.

[Laughing] Only a woman would ask that. [Then more seriously] It's hard to put into words. I get to show off with men—I mean, I can strut my stuff, let myself go all the way. I really get off on that; it's exciting. It doesn't make much difference whether it's some sport or getting an account, I'm playing to win. I can show off just how good I am. Maybe they don't like to lose, but I get respect for winning. I'm good, really GOOD, and we both know it. It's a great feeling that you can only get when you've won against an honorable competitor.

Friendship and Communication

Richard Wright's insight into the strong posturing and underlying vulnerability of adolescent males is vivid in this excerpt from his autobiography, ***Black Boy.***

Having grown taller and older, I now associated with older boys and I had to pay for my admittance into their company by subscribing to certain racial sentiments. The touchstone of fraternity was my feeling toward white people, how much hostility I held toward them, what degrees of value and honor I assigned to race. None of this was premeditated, but sprang spontaneously out of the talk of black boys who met at the crossroads.

It was degrading to play with girls and in our talk we relegated them to a remote island of life. We had somehow caught the spirit of the role of our sex and we flocked together for common moral schooling. We spoke boastfully in bass voices; we used the word "nigger" to prove the tough fiber of our feelings; we spouted excessive profanity as a sign of our coming manhood; we pretended callousness toward the injunctions of our parents; and we strove to convince one another that our decisions stemmed from ourselves and ourselves alone. Yet we frantically concealed how dependent we were upon one another.

Lillian Rubin's interview in her book Just ***Friends*** *has a similar view of adult male communication.*

An automobile mechanic, thirty-one years old, told this story of a friendship with a man who, he said, is "like my third brother." They met on the job where they worked together. His friend, tired of what he called the "rat race in the city," was moving to a small town several hundred miles away. As the man I was interviewing told of the impending move, he turned his head away, not wanting me to see the moistness in his eyes.

"It must be very hard to think of losing Mike," I commented.

"Yeah, well, I know I won't lose him, just like I wouldn't lose one of my brothers if they moved away. We'll always be friends. But I sure will miss him."

"Have you and Mike talked about how it will feel to be separated?"

Quietly, "No, not really."

"What does 'not really' mean?" I asked.

Somewhat impatiently, "Just what I said, no."

"I know it's hard to talk about this kind of thing," I observed, "but could you try to tell me why not?"

"I don't know. I'm sure he knows what I feel. It's totally not necessary to tell him. I know in my own mind that he knows how I feel, and I know how he would feel if it was me going. So what's there to talk about?"

"So neither one of you has ever said to the other, 'I'm going to miss you'?" I probed once again.

"Well, I don't know; I wouldn't say it that way exactly. We both think about it a lot. So we talk a lot about how I'll come up and help him build his house or his shop up there, things like that. A couple of nights ago we had a little too much to drink, and he let it be known that he'd miss me, and I let him know too."

"What do you mean when you say you 'let him know'? What did you say?"

"Nothing much. He kind of said, 'Dammit, you're a buddy and I hate to go.' And I said, 'Yeah, yeah, I know what you mean.' So we both knew. I kind of wondered about it afterward, I mean, whether maybe he had an insecurity or thought I wouldn't miss him and he had to find out. But now he knows for sure."

Another man described his friendships this way, when Rubin asked if he talked to his good friends about family problems:

Yeah, sure. But you don't just come right out and say it straight. You do it by sort of telling a story or saying something about women in general—something like that. So you get it off you chest, and you listen to what they have to say and get some other ideas about how to handle the problem. It's like confiding in them without actually telling them anything up front. I mean, it's all very general and you don't let on you're really talking about yourself and your wife.

Illustrations...

Intimacy and Sexual Performance

Men's frustration with their wives seems often to come from women's desire for emotional intimacy and men's incomprehension of what is being asked of them. Lillian Rubin in ***Intimate Strangers*** *reports this man's reaction:*

The whole business of what you're calling intimacy bugs me. I never know what you women mean when you talk about it. Karen complains that I don't talk to her, but it's not talk she wants, it's some other thing, only I don't know what it is. Feelings, she keeps asking for. So what am I supposed to do if I don't have any to give her or to talk about just because she decides it's time to talk about feelings? Tell me, will you; maybe we can get some peace around here.

Rubin records another man's description of his relationship with his wife in the same book.

She objects because I do a lot of reading, and she keeps hassling me that I don't talk to her enough. She tells me all the time we can't be really close if we're not talking to each other. It's hard for me to understand what she means. Doesn't she know that it feels close to me just to be in the same room with her? I tell her, but all I get back is more of her talk. I get so tired of hearing words all the time. I don't understand how women can nag a subject to death.

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Pieter Quast, Old Peasant Couple Seated

Another man responding to Shere Hite's questionnaire on male sexuality reports:

"My friends in high school called another guy a sissy when he said he was afraid to ask his girl to go all the way. I hadn't either but I didn't say anything. The idea was that we were all 'men' because we could brazen our way through any girl's defenses—make the tackle and complete the pass, so to speak. What she felt didn't matter (or what we felt either, as far as that goes)—so long as we scored. We listened to these stories from each other, secure in our knowledge that we were being men—the others were sissies."

The following is from Julius Lester's essay "Being a Boy."

There was the life, I thought! No constant pressure to prove oneself. No necessity always to be competing. While I humiliated myself on football and baseball fields, the girls stood on the sidelines laughing at me, because they didn't have to do anything except be girls. The rising of each sun brought me to the starting line of yet another day's Olympic decathlon, with no hope of ever winning even a bronze medal.

Through no fault of my own I reached adolescence. While the pressure to prove myself on the athletic field lessened, the overall situation got worse—because now I had to prove myself with girls. Just how I was supposed to go about doing this was beyond me.

Anger

Physical violence, vulgar language, and leaving the scene are often more acceptable ways for men to express anger than for women. Brian Delate, a helicopter door gunner during the Vietnam War, relates this experience in Al Santoli's collection ***Everything We Had: An Oral History of the Vietnam War.***

Before I went over I knew a couple of friends that came back. I asked, "What was it like?" and they didn't know how to explain it and I didn't know what I was asking. And when I came back I ended up being the same way. Almost mute.

I tried to explain to people. I'm a verbal person, so I really wanted people to understand what I had gone through. My parents gave me a cocktail party. They didn't know what else to do. They gave me a cocktail party like it was a graduation party. And they realized in the middle of the party, they both did and I guess that's why I love them so much, that they really had made a mistake.

I was starting to get loaded, and this lady friend of my mother's said to me, "Well, did you kill anybody?" She's got a martini and a cigarette. She had no idea what she was asking. She was somebody who I'd looked up to for years as a kid. I said, "You have no idea of the dimension of your question. You just threw that out like, 'Did you ever deliver newspapers as a kid?'" I started staring her right in the eyes: "Do you realize what you're asking? Do you have any idea of the nature of your question?" And I left, I just split and I thought, "Oh, man."

Ambition

Sloan Wilson has described executive work in ***What Shall We Wear to This Party?****, a sequel to the popular 1950s novel* ***The Man in the Gray Flannel Suit.***

The young men that I knew in New Canaan dressed as I did, either in gray flannel or in other drab hues. It often occurred to me that we looked like soldiers as we lined up to climb aboard the trains, and there was much else about those commuting trains which reminded me of troop carriers. There was, for one thing, the pervasive almost physical smell of fear, which was combatted by many jokes and nervous laughter. Some of my friends at **Time** openly admitted their dread of getting fired or of falling hopelessly behind in the race for promotions.

I don't think that many of us were afraid of reaching a point where we could find no work at all, but most of the young commuters had high ambitions in one field or another, and knew perfectly well that the odds against achieving them were large.

Most of us worried about money, and ignoring the conventional manners of our parents, talked about it incessantly. The bills were always piling up, yet as soon as we got a raise, which most of us during these years did fairly often, we either bought a bigger house, a boat, a new car or all three, if our credit could be stretched far enough. The financial tension which we brought upon ourselves sometimes became unbearable.

Understanding Power

Bernard Vanderstell, interviewed by John Langston Gwaltney in ***Drylongso: A Self-Portrait of Black America*** *has a different view of ambition and the responsible use of power that sometimes accompanies it.*

White men have inherited a position of command and that means that they cannot admit that anything is beyond them, so they must pretend to capabilities they do not possess. The more one pretends to know, the more one must do to convince oneself and others that these capacities are really there. People can't go on like that for very long, and soon the whole structure must come down on everybody's head. I know that working with machines is a great responsibility. I know that the more the machine can do, the more careful I must be in using it. Power must be handled with care, but there is a kind of disregard which fills the minds of ordinary people because they will not take the time to think about what their power means. The power to do one thing is never the power to do all things.

Taking Risks

Marcel Pagnol grew up in rural France. In his autobiography, ***My Father's Glory,*** *he relates how he snuck out of the house to accompany his father and uncle on a hunting trip. This disobedience, far from getting him punished, led to his developing self-confidence and ultimately brought his father's praise. In this passage Pagnol finds himself cold and lost.*

Unfortunately I had no matches. As for the [American Indian] method which is known to kindle dry moss to a flame without the slightest difficulty, by simply rubbing two pieces of wood together, I had tried several times to put it into practice. My failure struck me as definitive, since it was presumably due to the absence of a special American wood or a particular type of moss. The night would therefore be black and fearful—perhaps it would even be the last of my life?

At this stage in my reflections there rose to the surface of my mind a sentence which my father often repeated and which he had made me copy out several times when giving me lessons in handwriting—running hand, round hand, slanting. "Hope is not needed to undertake a task, nor success to carry it through."

I repeated it out loud several times and, as if it were a magic formula, I felt manliness welling up within me. I was ashamed of having cried, ashamed of having given way to despair.

I had got lost in the hills: what of it? Ever since I had left home I had been climbing steeply almost all the time. All I had to do was go downhill and I was sure to find a village, or at least a proper road.

I gravely ate the second half of my orange; then, with smarting legs and sore feet, I set off at a jog trot down the gentle incline of the plateau.

Later he finds his father and uncle and tells them the story of his silent departure and related adventures.

Thoroughly disgusted, I did not allude to my fears, my solitude, or to my despair, and I decided to reserve that poignant story for my sensitive mother.

Perseverance

Jesús Sanchez is described by anthropologist Oscar Lewis in his book ***Five Families,*** *which describes life in Mexico. His physical strength and perseverance are important factors in his being able to provide for his family in an unpredictable and sometimes hostile environment.*

A short man of about five feet, Jesús gave the impression of being stocky because he always wore heavy workclothes regardless of the weather.

Jesús was a hard worker. It seemed to him that he had worked all his life and had never had a childhood.

When he was nearing sixteen, Jesús went to Mexico City with a man who had offered him a job. Within a few days he was fired without explanation. Alone and penniless, carrying everything he owned in a small box under his arm, he walked the city streets." A man passed by as if he had fallen from the sky and asked me if I wanted a job. He asked me if I had references and I said, 'No sir. Nobody knows me here."

The man gave Jesús a job in a grocery. "I worked from six in the morning to nine at night without a rest. I delivered orders and lugged boxes I could barely lift. Then one day Senor Velazquez brought a boy, barefoot, and said to me, 'Hey, Jesús. This boy is going to take your place here, so you go look for work. Get out tomorrow morning.' That's all there was to it. 'All right, Senor Velazquez.' There was nothing to be said. I had nowhere to go. I was out on the street again."

Finally, half-starved, with his box in his arms, Jesús found a job as kitchen helper at the La Gloria restaurant, where the other employees laughed at him and nicknamed him "Jesusito," little Jesús. At first he worked fifteen hours a day for eighty centavos and his meals, but later he was promoted to kitchen-helper, baker, ice-cream maker and, at last, to food buyer with four boys to help him. He rarely missed a day's work and was considered unusually prompt and reliable by his employers.

Teacher/Student Interaction, Or, Must Boys be Boys?

> **[Teachers] unconsciously direct their teaching to some students and ignore others; they give positive reinforcement to some, but not to others. They encourage overt participation from some students, but not from others.**
>
> **-- Benjamin S. Bloom**

By Iva A. Smith

At the present time the majority of persons found in the teaching profession in the U.S.--especially at the elementary level--is female. This fact was not always true, however, since the first school teachers in this country were men. At that time, few if any students were female. After the Civil War when women began to replace men in the classroom, for numerous reasons, the profession became "feminized." As a result, education, the teaching profession, and the way teachers and students reacted and interacted with each other changed.

Historical accounts of early experiences of women being in the classroom show that many new female teachers were put through a type of "fraternity initiation" by the toughest boys in the school. "It was apparently common. They, with the help of their fathers, would play pranks and tricks on the teacher in an attempt to drive her from town. If they succeeded in terrorizing her, they tried their luck with the next one. If she stayed, she was considered strong enough to be let alone."

The historical explanation of the "bad boy syndrome" places blame directly on the boys and their fathers. At the opposite end of the spectrum, Patricia Cayo Sexton places blame on the female teacher. In her controversial 1969 book, **The Feminized Male**, she states that teachers "castrate" their male students by expecting female behaviors from "naturally" aggressive boys. Rather than place blame, we hope to understand something of the tensions involved in the dynamics of teacher/student interaction, particularly as they are gender-based, and to offer suggestions for promoting greater fairness and for fostering student growth.

Attitudes which were formed by historical precedence, social expectations, or theoretical training can affect the way teachers and students interact with each other. Individual differences among students in the same classroom can also have an effect on such interaction. Teachers can focus their attention on only one activity at a time in the classroom, though they monitor or attempt to monitor other classroom events at the same time. Their attention is most likely to be taken by either an event that corresponds highly to their expectations, or that clashes most noticeably with it. Thus, certain types of misbehavior and attention seeking behaviors (e.g., throwing things rather than whispering) by certain populations of children (those with loud voices, fashionable clothes) are more likely to receive teacher criticism or praise.

Further, certain student attributes such as sex, race, ethnic group and social class have been found to have an influence on the patterns of teacher-student interaction in the classroom. For example, a teacher may unconsciously bestow more praise and rewards upon or recognize the raised hand of a student in an upper social class, while a lower class student receives more criticism, punishment or is simply ignored. This is generally the case whether the student is male or female. However, the female student considered to be in a lower social strata is more often ignored while the male student at the same social level is the one criticized or punished. Additionally, classroom observations show that on the whole, male students are reprimanded, criticized and disciplined more than female students. This difference in treatment has been linked to boys developing more self-confidence, but as well as risk-taking and authority-resisting behaviors.

When social status and gender are compounded with race, more significant differences in student-teacher interaction occur. Datta, Schaefer and Davis (1968) and Leacock (1969) showed that teachers in general had more negative attitudes toward Black students for the same behavior than toward their white counterparts. Kleinfield (1972) found that Indian and Eskimo high school students in Alaska were treated with a combination of apathy and hostility, or with "a misguided

sentimentalism, featuring favorable attitudes but low expectations for performance." Further, Yee (1968) found that teachers "were most favorable toward middle class Anglo students, next favorable toward lower class Anglo students, next...toward lower class Mexican-American students, and least favorable toward lower class Black students. This was true even though most teachers of Black students were themselves Black."

Similarly, many studies indicate that teachers view girls more favorably than boys. It has also been suggested that because the majority of teachers in the U.S. are female, they are more familiar with female-oriented situations. However, Good and Grouws (1972) found that female and male teachers have the same classroom interaction patterns for boys and girls, but they prefer the passive student to the demanding one. Thus, because of the nature of the sex roles, teachers tend to prefer girls over boys. This preference leads to boys being reprimanded or criticized in a harsh angry tone, while the tone used for girls is more conversational (Spaulding, 1963; Waetjen, 1962). Most importantly, when issues of boys' demanding behavior are not dealt with through interpersonal means, the content of the curriculum is often geared to interest boys more. This seeming solution leads to curricular inequities that harm the education of girls.

Despite increased awareness, teachers still have a tendency to reinforce sex-stereotyped attitudes in classroom activities, displays, verbal and non-verbal behaviors. They may require or expect, albeit covertly rather than consciously, a different set of behaviors from boys than from girls. Such behaviors can be manifested by lining up boys and girls separately for trips to the bathrooms or water fountains, seating students separately, presenting special projects for one sex, or by physical distance from a student.

In one study where preferential treatment was observed for girls :

> ...The teacher was never observed offering tactile reinforcement to a boy for any reason, whereas she frequently did so for girls....This difference could be seen not only in non-content interaction...but in content teaching, as when a girl made a correct response to a question. In these instances the girl was often hugged while the boy was given only a verbal response.

Although children develop their initial gender identities during the preschool years, teachers may help to either reinforce or enlarge those roles. Through modelling and directly interaction with students, female and male teachers can show students of both genders an expanded range of behavioral possibilities and help them shape their own identities.

In order to counteract the gender differences currently found in classroom interactions, a number of programs have been developed in which teachers observe and evaluate each others' interactions. Teachers should be trained in the recognition of gender differential behavior and be given access to appropriate resources, which can assist them in becoming more aware of their actions and interactions.

There are two recommended in-service training programs available for teachers which encourage gender fair and non-discriminatory practices with all students to increase their academic performance. One, Teacher Expectations and Student Achievement (TESA), presents in-service training on relationships between the expectations of teachers and student learning. Although emphasis is placed upon interaction with the perceived low-achieving students all students show significant gains once teachers begin to practice what they have learned. The other program, Gender Expectations and Student Achievement (GESA), focuses on training which will help teachers reduce gender disparity and bias in teacher/student interaction. Implementation of this program has shown teachers that when gender bias is removed, student self-esteem, performance and academic achievement are increased.

> "When teachers become aware of differences in the way they interact with male and female students...they can become more equitable in their response patterns."

A complete list of references cited in this article can be obtained by contacting our office.

DISCIPLINE & GENDER:

There are few educators today who would disagree with the stereotypical statement that "Boys are more likely to misbehave and need discipline than girls." In fact, in scrutinizing disciplinary referral records in public schools, it is not unusual to encounter startling disparities by gender. Quite often referrals for male students exceed those for female students by ratios as high as three to one. This disparity begins in early elementary school and accelerates as the students become older.

There are a plethora of studies and hypotheses around the potential causes for this disparity, including those that cite the gender culture of schools, sex role socialization, and teacher reinforcement patterns. In this article, we will attempt to summarize the major points of these hypotheses, and offer some suggestions for further thoughts and efforts toward remediating this disparity.

Gender Culture of Schools

The proponents of this theory argue that schools are dominated by women (at least in the teacher ranks), and tend to reflect female work ethics, values, work styles, and norms. Boys are forced to choose between being "masculine," and pleasing their peers, or being "feminine," which causes problems with their peers, but pleases their teachers. Frazier and Sadker (1973) expound on this theory, asserting that young boys may learn either to be "quiet, neat, and docile," or that "school is a girl's world, one that has little appeal, meaning, or pertinence for him."

Both Pleck (1981) and Kent assert that these views are closer to stereotypes than actual facts. While acknowledging that male students are less successful than female students in the early grades, they fervently object to the seeming perception that schools should make changes in favor of boys without seeing whether these changes impair girls' school performance.

The argument is often made that increasing the number of male teachers in the schools, particularly in the elementary schools, will decrease difficulties with discipline of boys. Indeed, male teachers appear to be important "image breakers;" that is, men who act in caring and warm ways. (Pleck)

Sex Role Socialization

Few would disagree that many boys are aggressive, active, achieving, and independent. Likewise, many girls are obedient, docile, and dependent. It has been theorized that boys and girls learn these stereotyped sex roles at a very early age, and spend a good deal of their elementary school years refining the rigid roles they have been cast into. This stereotyped role for boys is most definitely in conflict with the norms of the typical school classroom and creates instant difficulties for the male child.

Boys will also pressure each other into stereotypic behavior. According to Best (1983), "We make inordinate demands on small boys to become instant men, to live up to macho criteria they are as yet unprepared to meet. They have therefore to seek support from one another. The same stresses are not imposed on girls. They do not have to become instant women. They do not require as much strong peer-group support as do the boys."

Best (1983) goes on to describe the manner in which boys are able to obtain peer-group support. "A six-year-old boy could earn peer approval merely by standing up to his

Photo by Tasha Lebow

Reducing the Disparities

teacher, but a third-grade boy had to demonstrate greater inventiveness in his defiance of the establishment. A boy who met the criteria for machismo established by the peer group was rewarded with acceptance. He was viewed by them as a man among men, thus reinforcing the self-image he had worked so hard to achieve."

Jacob Kounin's theory of the "ripple effect" (in essence, that discipline meted out to one student has an effect on all those students who observe the disciplinary action) may also relate to male student peer group influence. We might wonder if discipline meted out to one boy is internalized more readily by other boys because of this struggle for a group identity.

It is also necessary to address the issue of male-male competition, particularly with older students, and to consider the possibility that this may be a factor in interactions between male students and male teachers.

Teachers may also reinforce sex stereotyped behavior. Kent describes a study by Levitin and Chananie (1972) of teacher reaction to out-of-role behavior, in which teachers "reported less approval for the dependent male than the dependent female, evaluated aggression as typical for males and dependency as typical for females, and indicated greater liking for achieving girls and dependent girls than for dependent boys."

Teacher Reinforcement

The gist of this theory is that teachers give out rewards and punishments differently for boys than for girls, both in terms of feedback for incorrect answers and for level and amount of criticism for incorrect behavior.

According to Levy "boys provide more intense stimuli for teachers and receive more positive as well as more negative attention from teachers than do girls. Teachers may yell at boys more, but teachers also give them more praise, more instruction, and more encouragement to be creative than they give girls. Girls are either ignored or rewarded merely for following directions and for doing assigned work."

It may even be that teachers' expectations that boys will misbehave is resulting in skewed perceptions, in that teachers see more boys misbehaving because they expect this.

Assessing Your School

It is difficult for many educators to discuss causes or remedies for sex disparity in discipline if they do not perceive the extent of the problem in their school. Documentation of the number of disciplinary referrals by gender is a necessary first step.

A discipline information system is the backbone of this documentation effort. The school should have a written format for documenting discipline cases, particularly in the event of referral from the classroom for discipline problems, suspension or expulsion. The referral forms should, at the minimum, contain information regarding student demographics (name, grade, race, sex, etc.), nature of offense (specific), and disposition of the case. There should be a central location (presumably the office) for collecting, collating, and storing these referral forms.

A system should be set up for recording data from the referral forms. Minimally, the system should be capable of generating data regarding number of referrals and suspensions by race and gender, and number of referrals and suspensions by type of offense by race and gender.

To measure the extent of disparity in disciplinary referrals, compare the number of suspensions and referrals experienced by each group, divided by the number of students comprising that group. For example:

$$\frac{\text{number of male referrals}}{\text{number of male students}}$$

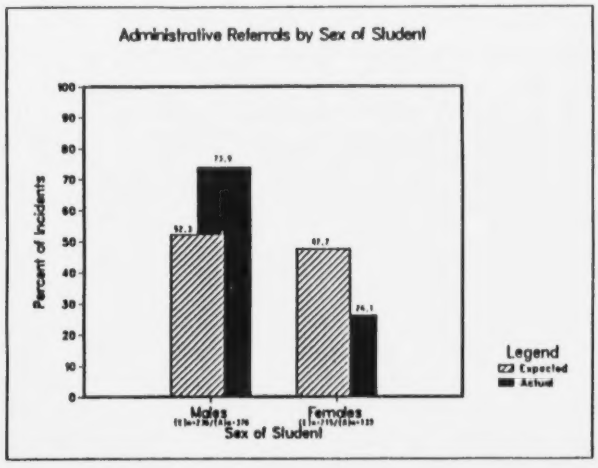
$$\frac{\text{number of female referrals}}{\text{number of female students}}$$

$$\overline{\qquad\qquad}$$

D (the measure of disparity)

Discipline and Gender

Once the data have been collected for numbers of referrals by gender, it is often instructive to prepare a graph of the data. The following graph is a representation of the manner in which this can be accomplished, showing the actual male and female population of the school ("Expected"), and the referrals for males and females in the school ("Actual"). Preparation, dissemination, and discussion within the school staff of data and graphs as described above will tend to eliminate discussions that begin with "we don't have this problem here," and focus the discussion in a more proactive direction.



Developing a Plan

Following a study of the discipline statistics for the building, the school staff may want to examine their policies and procedures to determine whether there are ways in which either male or female students are being differentially affected. Differential impact is more likely to be found in application of policy rather than in policy itself. The staff should work together to identify ways in which different staff members are applying policies, and to examine ways in which those applications may affect male and female students differently. An examination of policy enforcement may turn up such differential practices as closer supervision of boy's bathrooms and locker rooms than girl's bathrooms and locker rooms, harsher rules or consequences for boys as opposed to girls, treating aggressive rule-breaking behavior or open defiance more seriously than covert rule-breaking behavior or passive defiance, pressing all students to behave in the same (compliant) way, failing to allow for different styles of learning, affirming rigid stereotypical expectations for behavior of boys and girls (self-fulfilling prophecies), and varying the type and intensity of feedback to students based on their gender. An action plan should be prepared to remediate areas of concern.

Closely allied with the above process of self-examination should be the further study of the issues brought forth in this publication, delving into the various theories regarding causes for gender differences in behavior and teacher reactions. Staff members can assist each other with increasing their self-awareness regarding their own behavior and expectations and their interpretation of the behavior of their students.

Finally, we need to approach the issue of discipline in the schools by creating a climate that is conducive to the intellectual and psychological growth of both genders and that creates an environment in which children and adults can excel.

--Marta Larson

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CAREER PLANNING:

How Well Do We Prepare the Boys?

The world of work as we have known it is undergoing some very dramatic changes. We are witnesses to these changes on a daily basis as the drama is played out over and over again on the nightly news with agonizing emotion. We see hard-working Americans face the selling of the family farm while others take to the unemployment lines in swelling numbers in our large cities. The erosion of the industrial society has even become the focus of the lyrics of our modern music.

Work in the 21st century will be nothing like what we have been raised to know and expect. For all of us this new wave of society presents a different array of problems, new ways of looking at our family lives, and certainly a need for a new approach in our educational system. The changes involve both men and women, but given the historical nature of a work force that primarily consisted of men in heavy industry, some men are being hit in a new way. It is for these men and their sons and daughters that new challenges await.

Just as pre-industrial societies had to learn to adjust and live with the industrial revolution, so do we of the 20th century have to deal with what Toffler describes as the "Third Wave." Work in this new society no longer will deal with consumer-oriented activities; in fact, the consumer society will become subordinate to a service-oriented community.

Learning to grow with this "Third Wave" will not be without its pain. However, there are benefits to be gained also. Men in this new society will be afforded the "opportunity of attaining greater satisfaction through work and...the opportunity of defining themselves in less 'instrumental' and job-oriented ways, and, importantly, of increasing their range of 'expressive' and nurturant behaviors" (Bell, 1981). "Recent research indicates that male attitudes are presently in the process of a marked change and that men have begun to take part in activities and careers that previously would have been thought to be feminine: child care, social work, elementary-school teaching and the sharing of housework within the family setting." (Bell, 1981)

In the past, it was frequently the family that prepared the young for the world of work. Boys were trained by their fathers to follow in a family trade or business. There were family connections to help the young find that first job. And, there were part-time jobs before formal schooling was finished. Schools focused primarily on the academic needs of the student. Career planning was not seen as a necessary part of the curriculum.

In addition, the work of the past often required hard physical labor. Mental or interpersonal skills were less significant in many fields. "No one could have foreseen that by the time the century had reached its three-quarter mark, only 1 out of every 3 workers would be directly engaged in a goods-producing industry (and not necessarily directly involved in producing goods) and that the service sector would be dominated by office work, consisting mainly of written and oral communications" (Ginzberg, 1976). These service industries for the most part today are dominated by a female work force. What sort of work will today's boys grow up to do? Are we helping adult men and preparing the young adequately for the transfer from a goods-producing to a service-producing society?

Influence of Schools

If the future work world is going to be dominated in service areas such as the health and social sciences, education and information systems, and government, then what are we to do in our curriculums and classrooms today? What messages do we give our young, and particularly the boys, regarding careers and the life of work?

Sex-role socialization occurs at a very early age. Before a child knows much about the world of work, he/she has probably formed an opinion as to which occupations belong to one gender or another. In spite of the fact that young children will list many more occupations as being available to boys than to girls,

Photo by Tasha Lebow

they will make greater leeway for crossover on boys' jobs than on girls'. Not only are occupations considered to be gender-governed, but the kinds of play and activities that young children participate in are also labeled. One researcher observed in a kindergarten classroom that although the girls could be observed playing in the dollhouse area as well as the building block and wheeled toy area, the boys were never observed in the dollhouse (Best, 1983). The kindergarten dollhouse may seem to be only a play situation, but it is nevertheless within the learning environment and can become a valuable asset in creating an environment where caring and nurturing can be developed. In order to prepare the boys for the future, we need to encourage this kind of crossover, even in play situations.

Studies also point to an incredible amount of peer influence in forming sex roles in boys. This attitude has been referred to as if it were a "public health warning: the macho role that the male world imposes on small boys by way of their peers is dangerous to their emotional health. It imposes stresses on them that six-to-eight-year-old boys are not ready for" (Best, 1983). There is no doubt that this peer influence will continue but perhaps it is time to help boys deal with the pressures, teach them how to resist, and develop a worth for a more caring and mentoring model—a model that will help them transfer to their adult lives. And what better time is there to start, if not in the early grades?

By the middle grades, the association by gender of activities and courses is often firmly established. Some will pity the boy who cannot be a "man" and stand up for himself or ridicule the boy who shows an interest in dance, or too much interest in literature. Home economics courses may be open to both sexes, but what is done to make them attractive to the male student? The very title of the course can affect enrollment, as do certainly the curriculum and the textbooks that are prescribed. Are students in textile design given assignments that are appealing to both genders? What about the health science or child care courses at the secondary level? Do we encourage male students and give them nurturing experiences they may enjoy?

Do we tell students why these courses are important? Do we relate them to the world of work, the world of the "Third Wave?" Do we teach students about being flexible and ready for change? Will they know how to make decisions when the world changes yet again?

Changing Workforce

Changes are already here. Men are gradually moving into traditionally female fields. According to a **U.S. News and World Report,** "the number of male nurses has jumped by 140 percent, from 19,000 in 1972 to 46,000 in 1980. The proportion of men working as telephone operators nearly tripled during the same period from 3 to 8 percent of the total. [And,] the share of male airline cabin attendants has quadrupled, from 3 to 12 percent" (August 10, 1981). The reasons for these men to choose non-traditional careers are varied: monetary gain, mobility, and a chance to rise through the ranks are frequently cited. Further when one examines how these men found themselves in these careers, one soon discovers that it had nothing to do with following in their father's footsteps. Nor did it have much to do with guidance from their teachers or counselors. For the most part, these non-traditional men got into their careers by accident.

One example of a non-traditional man is Jim Murphy, a registered nurse in Ob/Gyn, who says that he "kicked around in different jobs for a while." He worked in construction,

maintenance, and truck driving among other very traditional masculine jobs until he met his wife who was in nursing school. He too had the stereotype of a man in nursing as being effeminate, but the few men he met in his wife's classes were far from the stereotype. Most had gotten into nursing from their military experience. They were masculine and they were caring. In nursing since 1977, Murphy says it is a career he chose, he's proud of it and doesn't intend to change (**Health,** Vol 18, No. 2, Feb, 1986).

Some Questions to Ask Ourselves

When we talk about career planning for all students, we need to examine our curriculum, our expectations, our support services, and our follow-up activities. The following questions may be helpful.

1. When and where do we place career education? Is it treated as one of many units in a large subject area? Is it an on-going process. Does it occur at all grade levels?

2. Do we give students opportunities to see men in caregiving and expressive roles?

3. Do we help students develop realistic goals with regard to careers?

4. Do we help develop emotional expressivity in all students?

5. Do we enforce rules about appropriate language? Words such as sissy, fag, or crybaby are as inappropriate as racial and ethnic slurs.

6. Do we monitor the content of traditionally female-dominated courses for appropriateness for both genders?

7. Do we market classes, programs and activities that have been traditionally female with the view to having them appeal to both sexes (such as home economics, child development, languages, literature, or creative arts)?

8. Do we have support groups for the students of both genders in both types of non-traditional courses?

9. Do we give boys the opportunities for work experiences in caring services, such as with the aged or very young?

10. Do we monitor our own statements and reactions to boys in non-traditional activities or careers?

11. Do we form partnerships with industry to help our students make transitions from school to work?

12. Do we prepare students for flexibility in careers and decision-making for the future?

13. Do we prepare students for job stress, job change, periods of indecision and anxiety?

The above list of questions is meant to encourage all of us to think about the future for our young people in terms of work. The future is a world of many unknowns. We can only try to predict what it may be like. What we can be sure of in this highly technological society is that we will experience an era of rapid changes and growth. The work world as we have known it will not be the same fifty years from now. The time is at hand to help both genders be flexible in meeting the challenges of the 21st century.

— Martha Adler

A complete list of references cited in this article can be obtained by contacting our office.

Involving Fathers In All Facets of School Activities

Many educators, researchers and parents agree that parental involvement affects students' academic and moral development and positive feelings about school. Hence, schools have to campaign actively for parental participation in school activities. Due to changing sex role expectations/socialization and changing family structure the parent who will be participating will not be the one who did so exclusively in the past; ie., the mother. Now it might be the father. Fathers' participation in school is not as new as it is made to sound. In the past fathers did participate in the public and institutionalized activities like graduation and sports (Lightfoot, 1978). The difference is in the quality and quantity of participation. Recently, more and more fathers have been participating in such varied activities as classroom resource persons, role models, guides/aides in field trips, parent/teacher conferences, fundraisers and PTAs. Still the number of fathers who participate is few and the areas of activity have not expanded tremendously. In the following few paragraphs a brief description of the traditional and the changing sex role socialization and expectations of men and women will be given. This will be followed by suggestions and tips on how to get more men involved in school activities and what to do to make fathers feel comfortable and welcome at parent/teacher conferences, especially the first one.

Various articles in this newsletter have dealt with the traditional and changing sex role socialization/expectations and identification of men and women in the United States. Traditionally, men were expected to be the sole breadwinners who have to go out and work and compete to earn income/status in order to satisfy the economic and other needs of their families. Women were expected to stay home and take care of the emotional needs of the family, including the needs of the fathers. The renowned American sociologist, Talcott Parsons, coined the terms instrumental and expressive roles for the above division of labor. The former reflected the expected role of men and the latter that of women. Men were assigned the instrumental role on the assumption that they were endowed by nature to be reasonable, aggressive, strong and incapable of bearing and rearing children. Women were assigned their expressive role on the assumption that they were endowed by nature to bear and rear children, and were irrational, timid and weak.

"...family structure is changing and...schools need...to meet these changes."

The expressive roles of women relegated them to being exclusively housewives who did only "housework" which allowed for flexible time. Hence, they could attend school meetings and participate in school activities more readily than their husbands. The husbands' advancement depended on being a good worker which was partly defined by not taking time off from work to attend to their family's needs, especially that of children.

In the last fifteen to twenty years we are seeing some changes regarding the sex role socialization and expectations of men and women. There is more flexibility. There are a few househusbands, many sole breadwinner women, a few single fathers and many mothers who are breadwinners and household-heads. Therefore, who will come to school meetings and participate in school activities depends on the type of family structure in which students reside. In some cases, both parents may participate; in others it will depend on who has the most flexible work schedule; in still other families, participation may not be the parents but a significant adult person in the life of the student: grandfather, grandmother, uncle, aunt, an older brother or sister, or even a "Big Brother" or "Big Sister." The whole issue here is that the family structure is changing and that schools and school people will have to be flexible to meet these changes. But the majority of children live with mothers and sometimes with fathers, and some live with both parents. Regardless of the type of family structure, we want to increase fathers' participation in school meetings and activities. The suggestions that follow are written with this in mind.

Though the suggestions are written with fathers as the central figures they can be used in dealing with mothers or with other significant adults in the lives of the students. Also,

From Daddy, by Caines (see Bib., p. 25)

the suggestions are written with teachers in mind, since they are the ones who have more direct contact with parents. Other school people, however, will find the suggestions helpful in dealing with parents.

The first set of tips is to help school people make the first visit of the father comfortable and welcome. The second set of tips is meant to help school people encourage and increase fathers' involvement in terms of quality and quantity of activities.

We should be positive and encouraging about fathers' involvement in school and their growing nurturing role in the home for no other reason but that it will teach young boys and girls to accept flexible sex role socialization/expectations/identification. Neither girls nor boys have to be defensively latched to the media-glorified traditional men and women sex role images. From their fathers and other significant adult males they are seeing what is out in the real world. This then, is sex equity for both boys and men as well as girls and women--TO BE WHAT ONE CAN/LIKES TO BE.

-- Salome Gebre-Egziabher

Suggestions for Successful Father Conferences

Possible Sources of Problem	Suggestions for Schools
1. Whether the father is attending the conference by choice or necessity, the best interest of his child is his primary concern.	School personnel, rather than being too critical or impatient, must realize that the father's uncertainty or lack of direction may be caused by his concern with not knowing the best direction for his child.
2. Fathers playing a strong-man role, demanding attention and immediate results, is a fallacy.	Rather than stereotyping fathers with the "macho" image, society needs to accept fathers as capable of warmth, kindness, and compassion. The father should be given a fair and objective opportunity to express his concerns without being confronted by a defensive attitude.
3. The father may be in a threatening position because of negative experiences he had with schools during his childhood and by changes in discipline and teaching approaches that have occurred since.	A little extra patience will provide both evidence and example of the positive atmosphere of today's schools. Most children in schools today are not subject to the harsh climate, discipline practices, and teaching techniques that their fathers possibly experienced.
4. Fathers may not be acquainted with certain educational concepts and terminology.	Consideration should be given to the intellectual and social/cultural backgrounds of the fathers and to translating educational terminology and concepts into layman's language. Using simple and direct English may address questions and concerns which the father may be too embarrassed to ask about.

Suggestions for Successful Father Conferences

Possible Sources of Problem	Suggestions for Schools
5. The father may need to feel his visit to the school is accepted in a positive manner.	Those participating in the conference should meet and welcome the father at the school entry, maintain an open mind about the reason he is visiting, allow sufficient time for the conference, and ask whether any clarification is needed. In terminating the conference, commending the father for his visit may further emphasize that his participation is appreciated.
6. Many fathers, perhaps reared and conditioned to believe in being academically prepared for a competitive world, value only high grades and academic achievement.	The father needs a clear understanding of the goals and objectives of the total school program. Although academic achievement should not be underemphasized, the father should be aware of other facets of the school program.
7. Many fathers may not realize that various special school services and social service agencies can provide assistance.	Assistance may include identifying community agencies existing to provide mental health care, homemaker services, social support, economic assistance, and other preventive and rehabilitative services.
8. The father may not be acquainted with school and district policies.	School personnel can provide and explain school, district, or board policy on discipline, grade-reporting practices, promotion and retention, or parents' rights to fair hearings. In addition, the father should understand that parents of a child attending a public school receiving federal aid have the right to examine school records and to question the school's need for maintaining any information.
9. The father may want to ask questions concerning confusing matters.	A well-planned conference will allow sufficient time for questions. School personnel, working in a positive and open manner, will encourage fathers, especially those new to the conferencing process, to disagree and to ask questions.
10. The father may want to return or to assist in school activities.	An invitation can be extended to visit the class, to participate as special resource people, and to assist with clerical duties. Some schools have "class mothers" to help with parties, field trips, and other class functions in which assistance is needed. In today's changing society, "class fathers" desiring to participate should not be denied the opportunity because of tradition.

Source: Manning, "The Involved Father: A New Challenge in Parent Conferences," **The Clearing House,** Vol. 57, No. 1, pp. 17-19. 1982. Reprinted with permission of the Helen Dwight Reid Educational Foundation. Published by Heldref Publications, 4000 Albemarle St., N.W., Washington, D.C., 20016, 1983.

Practical Tips to Encourage Father Involvement in the Schools

Scheduling: Since most dads (and many moms, too) work during the day, try to arrange parent meetings at times they'd be more likely to attend. Evenings, weekends, even lunch hours are possibilities. Remember this when scheduling other school events as well.

Informing Dads: Be sure to inform fathers as well as mothers about upcoming school events. Let them know how much you look forward to seeing them both. When parents arrive, make a special effort to greet the fathers and tell them how glad you are that they came.

Sending Notes Home: Address the notes you send home with children to dad as well as mom. If you know that a child's parents are living apart--and if you consider it appropriate--send a separate note to each parent. [If possible avoid using names--use Parent(s) or Guardian.]

Planning Parent Meetings and Other School Events: Try to include fathers in the planning process so that they can suggest topics of special interest to men. For starters, you may want to show a film about the father's important role in childrearing. Also consider serving refreshments and poll the dads for their food suggestions.

Including as Many Men as Possible: If a father attends a parent meeting and finds himself alone in a crowd of women, he may be discouraged about returning to the school for future events. So be sure that there are lots of other men there, too: teachers, staff members, volunteers, members of the board, and so forth. [To increase the number of participating men invite other significant adult males in the lives of your students, who are not necessarily their fathers.]

Inviting Dads into the Early Childhood Classroom: Invite dads to come to their child's classroom and to be the visiting "expert" for the day by leading some activity of their own choosing. For example, a dad who plays the guitar might lead the class in a group sing, while a father who is handy with a camera could prepare a slide show for the youngsters to view. [Include men who are doing nontraditional roles, i.e., a father who cooks for his family on a daily basis, etc.]

Using the Child: When dad comes to visit the classroom, encourage his child to introduce him to favorite playmates and activities. A child's pride and delight will go a long way in helping alleviate his or her father's uneasiness about being in a new environment.

Exploring Male Roles: You can include pictures, stories, posters, and discussions about men in nurturing roles as part of the regular classroom curriculum. [Decorate your classroom walls with posters and pictures of men in traditional and nontraditional roles. It will make the fathers feel comfortable.] You might also consider inviting men with "nontraditional" occupations to come to class and talk with the children: pediatric nurses, dancers, full-time homemaker dads, and so forth.

Providing Dads with Helpful Information: Many fathers find it intriguing to learn about recent findings that document their importance in the lives of their developing children. Try to make this kind of information available to fathers (and mothers) perhaps by building up a small resource library of books, articles, newsletters, and so forth.

Making Home Visits: If you work in a school which provides for home visits, try to schedule your visits so that dad as well as mom wil be there. Learn what you can about a father's special interests and hobbies and suggest ways in which he might use these skills to provide learning opportunities for his child. Be careful to note the many ways in which the father is already involved with his child and praise him for this involvement. If the father simply cannot be in the home when you visit, encourage the child's mother to discuss the visit with him later on in careful detail.

Setting up Special Fathers' Events: If routine "parent involvement" still seems to mean "mother involvement" in your school setting, consider [a new program like a school in Iowa and another in Washington, D.C. which created programs they called "Men's Day" and "Father's Day" respectively. These programs were for fathers as well as significant adult males.] The long-term goal of such special programming is to "hook" dad's interest and to demystify the school environment for him. Successful program staffers have told us time and again that special events can really work well--especially if used in combination with some of the other tips we have discussed here.

Source: Fatherhood U.S.A. The First National Guide to Programs, Services, and Resources for and About Fathers, NY: Garland Pub., 1984, pp. 60-61.

Recommended Resources on Male Roles

The following materials are recommended for educators, and for students when noted. They may be borrowed upon request from the CSES Resource Center.

General Information

Bell, Donald. **Being a Man: The Paradox of Masculinity.** Lexington, MA: Lewis Publishing, 1982.

Doyle, James A. **The Male Experience.** Dubuque, Iowa: Wm. C. Brown, 1983.

Goldberg, Herb. **The New Male.** New York: William Morrow, 1979. May be suitable for high school reading. Contains sexually explicit information.

Lewis, Robert A. **Men In Difficult Times: Masculinity Today and Tomorrow.** Englewood Cliffs, NJ: Prentice-Hall, 1981. Suitable for high school reading.

Pleck, Joseph. **The Myth of Masculinity.** Cambridge, MA: MIT Press, 1981. Major researcher, many excellent articles and books.

Staples, Robert. **Black Masculinity: The Black Male's Role in American Society.** San Francisco, CA: The Black Scholar Press, 1982.

Fathers and Fatherhood

Hanson, M.H. Shirley, and Frederick W. Bozett, **Dimensions of Fatherhood.** Beverly Hills: SAGE Publications, 1985.

Manning, Lee M. "The Involved Father: A New Challenge in Parent Conferences, **The Clearing House,** 57, (1973): 17-19. Reprinted in this publication.

Osherson, Sam. **Finding Our Fathers: The Unfinished Business of Masculinity.** New York: Free Press, 1986. Personal growth.

Classroom Interaction

Clarricoates, Katherine. "'Dinosaurs in the Classroom'—A Re-examination of Some Aspects of the 'Hidden' Curriculum in Primary Schools." **Women's Studies International Quarterly 1.** London: Pergamon Press, Ltd. (1978), 353-364.

'Who is Getting the Most Attention?...' "Teacher-Pupil Interaction in the Classroom." **Sexism in the Secondary Curriculum,** edited by Janie Whylde, New York: Harper & Row, Publishers, 1983.

Entwisle, Doris R. and Murray Webster, Jr. "Expectations in Mixed Racial Groups." **Sociology of Education** 47 (Summer 1974), 301-318.

Forslund, Morris A. and Ronald E. Hull. "Teacher Sex and Achievement among Elementary School Pupils." **Education** 95: 87-89.

Gouldner, Helen with Mary Symons Strong. **Teachers' Pets, Troublemakers, and Nobodies: Black Children in Elementary School.** Westport, CT: Greenwood Press, 1978.

Hartley, Ruth E. "Sex-Role Pressures and the Socialization of the Male Child" from Kent, Martha Whalen (ed.) **Gender and the Conditions of Learning.** University of Vermont: Women's Educational Equity Act Program - distributed by Education Development Center, Newton, MA.

Kraft, Arthur. **The Living Classroom: Putting Humanistic Education into Practice.** New York: Harper & Row, 1975.

Children's Attitudes

Best, Raphaela. **We've All Got Scars: What Boys and Girls Learn in Elementary School.** Bloomington: Indiana University Press, 1983.

Hughs, C.M., S.A. Martinek, and L.F. Fitzgerald. "Sex Role Attitudes and Career Choices: The Role of Children's Self-esteem." **Elementary School Guidance and Counseling,** 20, (1985): 57-66.

Schlossberg, N.K. and J.A. Goodman. "A Woman's Place: Children's Sex Stereotyping of Occupations." **Vocational Guidance Quarterly,** 20, (1972): 266-270.

Recommended Resources on Male Roles

Teacher Training Materials

Grayson, Dolores A., John W. Landrum and Mary Dahlberg Martin. **Gender Expectations and Student Achievement (GESA).** Downey, CA: Los Angeles County Office of Education, 1985.

Kerman, Sam, Tom Kimball and Mary Martin. **Teacher Expectations and Student Achievement (TESA).** Bloomington, IN: Phi Delta Kappa, 1980.

Curriculum Guides

Bingham, M., Edmondson, J., and Stryker, S. **Challenges: A Young Man's Journal for Self-Awareness and Personal Planning.** El Toro, CA: Advocacy Press, 1983.

Preventing Family Violence: A Curriculum Guide for Adolescents. Boston, MA: Family Violence Curriculum Project, MA Department of Public Health, 1984. Includes units on date rape, handling stress and handling anger.

Sadker, David. **Being A Man: A Unit of Instructional Activities on Male Role Stereotyping,** Washington, D.C.: U.S. Government Printing Office, 1977.

Thompson, Doug Cooper. **As Boys Become Men: Learning New Male Roles. A Curriculum for Exploring Male Role Stereotyping.** New York: Irvington Publishers, 1985.

Photo by K. Heyman from R. Cohen, The Color of Men

Stories For Young Children

Brown, Marc. **Arthur's Christmas.** Boston: Little, Brown & Co., 1984.

Byars, Betsy. **Go and Hush the Baby.** Emily A. McCully (illus.), New York: Viking Press. 1971.

Caines, Jeanne, Ronald Himler (illus.). **Daddy.** New York: Harper & Row, 1977.

Coker, Gylbert. **Naptime.** New York: Delacorte Press, 1978.

dePaola, Tomie. **Oliver Button is a Sissy.** New York: Harcourt, Brace, Jovanovich. 1979.

Eichler, Margrit. **Martin's Father.** Bev Magennis (illus.). Chapel Hill, NC: Lollipop Power, 1971.

Herzig, A. C. and J. L. Mali. **Oh Boy! Babies!** Boston: Little Brown, 1980.

Isadora, Rachel. **Max.** New York: Macmillan, 1976.

Leaf, Munro. **The Story of Ferdinand.** Robert Lawson, (illus.). New York: Viking Press, 1936.

Rice, Eve. **Benny Bakes a Cake.** New York: Greenwillows Books, 1981.

Rosenbaum, Eileen. **Ronnie.** New York: Parent's Magazine Press, 1969.

Thomas, Marlo (ed.). **Free to Be You and Me.** New York: McGraw-Hill, 1974.

Vestly, Anne Cath. **Aurora and Socrates.** Leonard Kessler (illus.). New York: Thomas Y. Crowell, 1977.

Waber, Bernard. **Ira Sleeps Over.** Boston: Houghton Mifflin, 1972.

Williams, Margery. **The Velveteen Rabbit.** William Nicholson (illus.). Garden City, NY: Doubleday, 1926.

Zolotow, Charlotte. **A Father Like That.** Ben Schecter (illus.). New York: Harper & Row, 1971.

_____. **Summer Evening.** Ben Schecter (illus.). New York: Harper & Row, 1974

_____. **William's Doll.** William DuBois (illus.). New York: Harper & Row, 1972.

For Older Readers

Carlson, Dale. **Boys Have Feelings Too. Growing Up Male for Boys.** New York: Atheneum, 1980. (grade 7-adult).
An examination of equity for males for kids.

Fitzhugh, Louise. **Nobody's Family Is Going To Change.** Garden City, NY: Farrar, Strauss & Giroux, 1974. (5-8).
A brother and sister convince hesitant parents to support their dreams to become, respectively, a dancer and lawyer.

Hoff, Syd. **Irving and Me.** New York: Harper & Row 1967. (5-8).
A displaced New Yorker learns to appreciate his abilities, new home and friendship.

Lieberman, Mark. **The Pacifists: Soldiers Without Guns.** New York: Macmillan, 1969. (6-9).
Exciting biographies.

Shyer, Marlene F. **Blood in the Snow.** Boston: Houghton-Mifflin, 1975. (3-7).
A gun, a flute, and an injured fox teach Max about values.

Southall, Ivan. **Josh.** New York: Macmillan, 1971. (7+).
A story of a 14-year-old Australian poet and dreamer.

Wersba, Barbara. **The Land of Forgotten Beasts.** Margot Tomes (illus.). New York: Atheneum, 1964.

Teachers and librarians may also want to suggest biographies of positive role models such as:

Alan Alda
Alexander Graham Bell
Bill Cosby
Frederick Douglass
Mahatma Gandhi
Albert Schweitzer
Roosevelt Grier
Martin Luther King, Jr.
Manteo
John Muir
Thomas Paine
Itzhak Perlman
Paul Robeson
Jim Henson
Jesse Jackson

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Non Print Resources

Home Economics is Looking for a Few Good Men! Poster available from:
Distribution Center
Montgomery County Public Schools
560 Stonestreet Ave.
Rockville, MD 20850
Cost $1.00, minimum order $5.00.

Men's Lives
New Day Films
P.O. Box 315
Franklin Lakes, NJ 07417

Men in the Nurturning Role
Eight 8 x 10 photographs
Women's Action Alliance
370 Lexington Avenue
New York, NY 10017

Home and Family Posters
Twenty-four pictures of family members of mixed ages and races; men are shown in nurturing roles.
Instructo Cor.
Paoli, PA 19301

Robot
A non-sexist version of "Old Maid"; men and women are depicted in similar roles and clothes.
Fundamentals
P. O. Box 263
South Pasadena, CA 91030

Photo by Tasha Lebow

PUBLICATIONS AVAILABLE

The following materials are still available in limited quantities. If you would like to request a copy, please write to:

Publications, CSES
SEB 1033
University of Michigan
Ann Arbor, MI 48109-1259
(313) 763-9910

Handbook of Activities to Combat Sexism in Education

"Remember the Ladies:" A Handbook of Women in American History
Women's History Week Lesson Plans, 1983
Title IX Line issue on Women's History, Women and Work
Title IX Line issue on Women in Literature: Historical Images of Work

Title IX Line issue on Fostering Sex Equity in Math
Women, Math, and Science: A Resource Manual

Title IX Line issue on Sexual Harassment
Tune In to Your Rights: A Guide for Teenagers about Turning Off Sexual Harassment
Please ask for ordering information.
Who's Hurt and Who's Liable: A Curriculum Guide for School Personnel on Sexual Harassment

Title IX Line issue on Comparable Worth
Title IX Line issue on Public Policy
Title IX Line issue on Sex Equity in England and Wales
Title IX Line issue on Vocational Education
Title IX Line issue on Women in Administration
Title IX Line issue on Women and Sports

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Promoting Flexibility in Male Roles

(continued from front page)

We need to recognize that Black men have often struggled against great odds to maintain nurturing family roles.

The initial article in this issue of **Title IX Line** goes more deeply into the causes and consequences of rigid role expectations for men and boys. It was written by D. Groves Dugger.

We then present a collection of excerpts from literature that may help stimulate discussion among educators and students about the varied aspects of being male. They were selected and edited with a concern for balance by Eleanor Linn and D. Groves Dugger.

The rest of this issue is devoted to specific aspects of school policies, programs, and procedures. Iva Smith provides an excellent summary of the knowledge available on role expectation and student achievement. Marta Larson discusses school discipline and its relationship to sex role socialization. Her article also offers concrete suggestions for improving school discipline systems.

The specific needs of male students in career planning programs is treated by Martha Adler and Salome Gebre Egziabher presents ideas for involving fathers in many more facets of school activities.

As in previous issues, we also include a list of recommended resources that may stimulate further thought.

It is our desire that you use this issue as an awareness tool, and as a first step to developing policies, practices, and procedures that make your school more gender fair and less stigmatizing and biased.

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